

Standards for Utah School Counselor Education Programs

(Adapted from the Council for Accreditation of Counseling and Related Education Programs Standards, October 2002)

Approved by Utah State Board of Education, January 2003, format revision November 2008

Post-secondary programs for the preparation of school counselors shall include courses that provide theoretical understanding and practical experience in the following:

1. PROFESSIONAL SCHOOL COUNSELOR IDENTITY:

- 1.1 History and philosophy of the counseling profession including significant factors and events;
- 1.2 Professional roles, functions and relationships with other human service providers;
- 1.3 Technological competence and computer literacy;
- 1.4 Professional organizations, primarily American Counseling Association, Association for Career and Technical Education, and American School Counselor Association, their divisions, branches and affiliates, including membership benefits, activities, services to members, and current emphases;
- 1.5 Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- 1.6 Public and private policy processes, including the role of the professional school counselor in advocating on behalf of the profession and program;
- 1.7 Advocacy processes needed to address institutional and social barriers including, but not limited to, socio-economic status, ethnicity, gender, culture, diversity, etc. that impede quality, access, equity, and success for students; and
- 1.8 Ethical standards of American Counseling Association (ACA), Association for Career and Technical Education (ACTE), American School Counselor Association (ASCA), and related entities, and applications of ethical and legal considerations in professional school counseling.

2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multi-cultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious, and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

- 2.1 Awareness of one's own culture and its impact on counseling activities;
- 2.2 Multi-cultural and pluralistic trends, including factors that characterize groups and differences within groups nationally and internationally;
- 2.3 Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- 2.4 Evaluation of the socio-cultural climate of the school setting in which counselors work and understanding individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

- 2.5 Counselors engaging in social justice, advocacy and conflict resolution, and the potential impact on counseling activities to remedy biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- 2.6 Theories of multi-cultural counseling, theories of identity development, and multi-cultural competencies, and
- 2.7 Ethical and legal considerations.

3. HUMAN GROWTH AND DEVELOPMENT - Studies that provide an understanding of the nature and needs of individuals at all development levels, including all of the following:

- 3.1 Theories of individual and family development and the skills for successful transitions across the active life-span;
- 3.2 Theories of learning and personality development;
- 3.3 Different learning styles and associated strategies for student success.
- 3.4 Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- 3.5 Strategies for facilitating optimum personal, career and academic development over the life-span; and
- 3.6 Ethical and legal considerations.

4. CAREER DEVELOPMENT - Studies that provide an understanding of career development and related life factors, including all of the following:

- 4.1 Career development theories and decision-making models;
- 4.2 Career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
- 4.3 An understanding of the relationship between economic and labor market factors and career development;
- 4.4 Career development program planning, curriculum development, organization, implementation, administration, and evaluation;
- 4.5 Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
- 4.6 Career and educational planning, placement, follow-up, and evaluation;
- 4.7 Assessment instruments and techniques that are relevant to career planning and decision-making;
- 4.8 Technology-based career development applications and strategies, including state-sponsored Career Information Delivery Systems and appropriate world-wide web sites; and
- 4.9 Ethical and legal considerations.

5. HELPING RELATIONSHIPS – Studies that provide both theoretical and experiential understandings of professional helping relationships, including all of the following:

- 5.1 Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
 - 5.2 An understanding of essential interviewing and counseling skills so that the counselor candidate is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, collect and evaluate data regarding student outcome, and successfully terminate the counselor-student relationship. Studies will also facilitate student self-awareness so that the counselor-student relationship is therapeutic and the counselor maintains appropriate professional boundaries;
 - 5.3 Counseling theories that provide the counselor candidate with consistent models to conceptualize client presentation and select appropriate counseling interventions. Experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Counselor candidates will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
 - 5.4 A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Counselor candidates will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
 - 5.5 A general framework for understanding and practicing consultation. Experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Counselor candidate will begin to develop a personal model of consultation;
 - 5.6 Integration of technological strategies and applications within counseling and consultation processes; and
 - 5.7 Knowledge of ethical and legal considerations which should include but are not limited to students at risk, confidentiality, awareness of transference issues, self-governance, and professional boundaries.
 - 5.8 Studies should include a component of practice and development of counseling language and communication skills. The counselor candidate should demonstrate interpersonal skill development including proactively seeking and responding effectively to feedback.
- 6. GROUP WORK** - Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:
- 6.1 Principles of group dynamics, including group process components, developmental stage theories, group member's roles and behaviors, and therapeutic factors of group work;
 - 6.2 Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles
 - 6.3 Theories of group counseling, including commonalities distinguishing characteristics and pertinent research literature;
 - 6.4 Developmentally appropriate group counseling orientation and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness, including use of data;

- 6.5 Approaches used for other school-related group work, including task groups, psychoeducational groups, and therapy groups;
- 6.6 Understanding ethical and legal considerations for engaging elementary and secondary students in group work.

7. ASSESSMENT - Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

- 7.1 Historical perspectives concerning the nature and meaning of assessment;
- 7.2 Basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- 7.3 Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- 7.4 Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- 7.5 Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- 7.6 Age, gender, socio-economic status, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- 7.7 Strategies for selecting administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- 7.8 An understanding of general principles and methods of assessment for identification of strengths and/or mental and emotional well-being and strategies for appropriate referral;
- 7.9 Strategies for data gathering and analysis including the disaggregation of data with regard to gender, ethnicity, socio-economic status, or other factors which may effect academic performance;
- 7.10 Strategies for data-gathering and dissemination for improving instructional programs or modifying educational strategies needed to enhance the academic performance of students.
- 7.11 Procedures for data-gathering, analysis, and presentation which can serve to promote, develop and support elements of counseling and guidance programs;
- 7.12 Ability to conduct assessments that consider multiple sources of information (e.g. personal, family, social and cultural); and
- 7.13 Ethical and legal considerations.

8. RESEARCH AND PROGRAM EVALUATION - A program of study that provides an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- 8.1 The importance of research in the counseling profession, particularly the need to inform administrators and policy makers of research to advocate for students and programs;
- 8.2 Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- 8.3 Understanding how technology and statistical methods are used in conducting research and program evaluation;

- 8.4 Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications through organization of data to demonstrate the impact of the school counseling program on students; and procedures for data-gathering and analysis which can serve to promote, develop and support elements of counseling and guidance programs;
- 8.5 Ability to draw upon research to improve counseling effectiveness including: (1) effectively locating and summarizing research literature, (2) ability to conceptualize program planning outcomes in measurable terms, (3) ability to collect data directed on program improvement, and (4) ability to present data to policymakers and administrators to advocate for students and programs.; and
- 8.6 Ethical and legal considerations.

9. COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM MANAGEMENT -
Studies that provide both theoretical and experiential understandings of comprehensive counseling and guidance programs, including all of the following:

- 9.1 The process of designing, implementing, managing, evaluating, and enhancing a comprehensive, developmental school guidance program.
- 9.2 The development and implementation of individual student planning that supports the Student Education and Occupation Plan(SEOP) and process at the secondary level, and the Student Education Plan (SEP) and process at the elementary level, with students, parents, and professional personnel.
- 9.3 Design and implementation of preventative and developmental strategies and organized systems for delivering responsive services (e.g. Myrick's model for large group, small group and individual counseling; peer assistance; coordination and collaboration);
- 9.4 Planning and presenting guidance curriculum that involves students, school personnel, and parents.
- 9.5 Collaborative and system support activities of comprehensive guidance such as program management, placement and follow-up, public relations, and community outreach.
- 9.6 Ethical and legal considerations.

10. FOUNDATIONS OF SCHOOL COUNSELING –

- 10.1 History, philosophy, and current trends in school counseling and educational systems;
- 10.2 Relationship of the school counseling program to the academic and student services program in the school;
- 10.3 Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
- 10.4 Strategies of leadership designed to enhance the organization, administration, and learning environment of schools;
- 10.5 Knowledge of the school setting, environment, and preK-12 curriculum;
- 10.6 Current issues, policies, laws, and legislation relevant to school counseling;
- 10.7 The role of racial, ethnic, and cultural heritage, nationality, socio-economic status (SES), family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;

- 10.8 Knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
- 10.9 Knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and
- 10.10 Ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ACA Code of Ethics* and the *ASCA Ethical Standards for School Counselors*).

11. CONTEXTUAL DIMENSIONS of SCHOOL COUNSELING - Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

- 11.1 Advocate for all students and for effective school counseling programs supported by data collection, analysis and presentation;
- 11.2 Understanding factors that promote stratification of students and strategies to advocate for elimination of achievement gaps;
- 11.3 Coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students, including students from socially and culturally diverse backgrounds;
- 11.4 Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development;
- 11.5 Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
- 11.6 Methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community and skills in making appropriate modifications for diverse populations;
- 11.7 Methods of planning, developing, implementing, monitoring, evaluating, and enhancing comprehensive developmental counseling programs and skills in making appropriate modifications for diverse populations;
- 11.8 Knowledge of prevention and crisis intervention strategies; and
- 11.9 Knowledge of and ability to use ethical judgment and legal guidelines in regard to issues of advocacy, social and cultural diversity, and data collection for advocacy.

12. ADDITIONAL KNOWLEDGE AND SKILL REQUIREMENTS

- 12.1 Program development, implementation, and evaluation
 - 12.1.1 Use management, analysis, and presentation of data from school-based sources (e.g., standardized testing, grades, enrollment, attendance, retention, placement surveys, interviews, focus groups and needs assessment) and other needs data to improve student achievement and measurable indicators of student success.
 - 12.1.2 Design, implement, monitor, evaluate, and enhance comprehensive developmental school counseling programs (e.g., *the Utah Model for Comprehensive Counseling and Guidance: K-12 Programs*, and the *ASCA National Model for School Counseling*)

Programs) including an awareness of various systems that affect students, school, and home;

- 12.1.3 Identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
- 12.1.4 Preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in the Utah comprehensive guidance program;
- 12.1.5 Awareness for seeking and securing enhancement funding for program expansion;
- 12.1.6 Strategies for identifying and utilizing corporate, individual and community resources to provide support for student achievement (i.e. mentoring, tutoring, materials); and
- 12.1.7 Use of technology in the designing, implementing, monitoring, evaluating, and enhancing the impact of the Utah Comprehensive Guidance program.

12.2 Counseling and Guidance

- 12.2.1 Individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;
- 12.2.2 Individual, group, and classroom guidance approaches systematically designed to assist all students in academic, career and personal/social development;
- 12.2.3 Approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;
- 12.2.4 Understanding special needs that impact the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide);
- 12.2.5 Developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to post-secondary education and career options);
- 12.2.6 Constructive partnerships with parents, guardians, families, and communities to promote each student's academic, career, and personal/social success.
- 12.2.7 Ability to use system theories and relationships among community, family, and school systems and to positively impact those systems to contribute to student success.
- 12.2.8 Approaches to recognizing, and assisting children and adolescents who may use alcohol or other drugs or who may reside in homes where substance abuse occurs and the ability to coordinate a drug prevention program for students.

12.3 Consultation and Collaboration

- 12.3.1 Strategies to promote, develop, and enhance effective consultation within the school and larger community;
- 12.3.2 Ability to effectively implement models and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate; and
- 12.3.3 Use of strategies and methods of working with parents, guardians, families, and communities to help them become empowered to act on behalf of their children.

12.4 Staff Development –

19-Nov-08

12.4.1 Ability to help teachers and other staff develop an understanding and appreciation of the comprehensive guidance program through the development of in-service and other training presentations.

12.5 Clinical Instruction

12.5.1 For the School Counseling Program, the 600 clock hour internship occurs in a school counseling setting, under the supervision of a site supervisor as defined by Administrative Code R277-506.

12.5.2 If the counselor candidate has not had experience as a teacher, the internship should address the need for school counselors to have skills with instructional and classroom management strategies.

12.5.3 The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address all Standards.